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ABSTRACT

A proposal is made for an exchange of cassette tapes from librarians, teachers, and students between Palo Alto, California, and Queensland, Australia. The objectives of the project are to help children and adults from both countries to form a closer understanding, and to stimulate and share thoughts and ideas. Suggested activities include singing, reciting, reading or telling stories, talking informally, reviewing books, and (for librarians and teachers) teaching library skills. Guidelines for tape production and the logistics of the exchange are also explained. (LS)

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LIBRARY VOICES

CASSETTE CONVERSATIONS IN A TAPE EXCHANGE.

Student to student
Librarian to librarian
Student to Librarian
Librarian to student
Country to country

Emma Puth Christine

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STAGE I

GOALS AND OBJECTIVES:

1. To enrich and broaden the cultural heritage of children of Palo Alto School District and those of the schools of the State of Queensland;

2. To furnish the raw material of spoken language, formal and informal, to be enjoyed and studied;

3. To personalize the impersonal medium of tape recording by having it aimed at specific audiences with a specific purpose in mind;

4. To furnish instructional techniques and subjects for stimulation of thought;

5. To allow students and librarians thousands of miles apart to share materials they have created, as well as what they have loved best in the world of literature;

6. To gain a measure of personal acquaintance between the children and adults participating in the program, thereby contributing in a tangible way to friendship and understanding.

GENERAL GUIDELINES:

1. Unless a group is singing or verse speaking, there should be no more than two voices on any one tape to reduce confusion in understanding.

2. Primary school tapes (K-3) should be in fifteen-minute segments if possible to allow for attention span considerations.

3. One-hour length cassettes should be used (30 minutes per side) with both sides filled.

4. An attempt should be made to include both boys' and girls' voices on each tape.

5. Two(2) tapes will be produced from each grade level represented in each district, i.e.

Tapes	Grade Level
2	Kindergarten (or Queensland equivalent)
2	First grade
2	Second grade
2	Third grade
2	Fourth grade
2	Fifth grade
2	Sixth grade
2	Seventh grade
2	Eighth grade
2	Ninth grade
2	Tenth grade
2	Eleventh grade
2	Twelfth grade

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GENERAL GUIDELINES (continued):

--A core collection of twenty-six tapes from children. In the event of combination classes such as 4-5, etc. additional tapes may be made if feasible. Librarians and teachers are encouraged to be alert for material which would make especially effective and useful at any level (musical programs, student oral work, etc.) and prepare additional tapes.

6. One (1) tape will be produced by each teacher-librarian, librarian, or teacher involved. These people, of course, will also be participating on some of the children's tapes, but the additional tape will be an adult exchange. (Palo Alto's share, for example, would be sixteen tapes, six from secondary librarians and ten from the elementary librarians.)

7. Each tape will indicate its contents by appropriate accompanying sheet and/or label, i.e. familiar nursery rhymes, Carl Sandburg's poetry, readings from Charlotte's Web, Australian tall tales, informal conversation of two fifth graders, etc. Grade level represented would also be on this identification.

8. The total goal is for natural rather than rehearsed presentation, with no attempt made for professional quality. An understandable, noise-free tape, with children and librarians speaking in normal tones and relaxed voices, fills the educational requirements set.

   As wide a range of voices, representing the spread of speaking ability levels, tonal qualities, racial and/or regional characteristics and styles of speech is our goal. Too rapid speed or monotony of voice, of course, are to be avoided.

OPTIONAL (but highly desirable in order to further personalize tape content from both sides of ocean):

First name of speaker, age, grade level, and school address. (Librarians and teachers may omit age!)

A small snapshot of the 'instamatic' variety of the speaker sent in an accompanying envelope with description of tape contents.

SUGGESTED ACTIVITIES:
(pick up from accompanying page headed SUGGESTED ACTIVITIES, Kindergarten).

SUGGESTED ACTIVITIES:
(pick up from accompanying page headed SUGGESTED ACTIVITIES, Librarians and teachers).

SOME LOGISTICAL CONSIDERATIONS:

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1. Both district supervisors would divide grade levels among librarians with ideally, the same grade level being represented on the two tapes coming from two different schools. For example, Miss X at Y school would do one second grade tape, one fourth grade tape, and her own tape. Mr. Y at X school would do the other second and fourth grade tapes, plus his own tape.

   The secondary librarians' responsibilities would be similarly shared, i.e. Mr. S at T school would do one tenth grade and one eleventh grade tape, plus his own, while Mrs. T at S school would do the other tenth and eleventh grade tapes, plus her own.

   The number of tapes to be made by any one librarian, of course, would be determined by how many librarians there are and how many libraries they are responsible for. In no case, however, would it appear that any one librarian would have more than three tapes to prepare. All teachers and librarians are encouraged to do additional tapes if appropriate materials and events so indicate.

2. Each central agency would check in and record the tapes as they are received from schools.

3. Tapes would be copied in central services before distribution, both those coming in from the schools belonging to that service and those coming in from overseas.

4. Each central agency will publish lists of arrivals, grade levels, indication of contents, etc. as well as where and when the tapes will be available for use. The usual procedure followed for such announcements already established by each district centre will serve these purposes.

5. Circulate/copy the tapes as desired and convenient, remembering that use by many is the measure of the program's worth. Each central agency will provide a waiver statement, agreeing to allow the tapes to be so copied for educational purposes only.

6. Tapes should be sent VIA AIRMAIL from both central agencies to assure delivery in the other country at a reasonable time. Each central agency will keep a record of what tapes are mailed when. Tape and postage expenses will be borne by the issuing central agency or by whatever other method they may establish (by individual school budgets, etc.)

STAGES II and III:

These same general considerations would be in force, with some expansion or alteration as dictated, when the project is widened to a county-wide basis (Santa Clara County) with the involvement of schools throughout the State of Queensland in the second stage. Palo Alto, the core district, is a member of this county and as such, will continue to participate in and benefit from the tape exchange on its expanded coverage, as will Brisbane. Special arrangements will be necessitated in the third stage with San Jose State University since that program will be of a different

nature. As now envisaged, it will feature instructors and students of the Departments of Librarianship and Instructional Technology making demonstration tapes of various kinds for the Queensland Department of Education master tape library and for use in the in-service programs.

SUGGESTED ACTIVITIES:

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Kindergarten: Whatever imagination can create!

Groups and/or individual singing, nursery rhymes, counting games, fairy tale-telling.

Oral involvement with each other, with teacher, with librarian.

Primary: (individuals or groups)

Singing familiar childhood songs

Reciting favourite nursery rhymes and jingles

Telling stories, either their own or from usual sources

Reading stories, either their own or from usual sources

Reading poetry, either their own or from usual sources

Talking informally to librarian or teacher

(family pet, recent trip, new baby in family, TV programs, working in the library, or any topic in which they are interested)

Oral book review/talk

Secondary: (individuals or groups)

Telling stories, either their own or from usual sources

Reading excerpts from established world literature

Reading poetry, their own or from usual sources

Oral book review/critique (this works well with two persons, either librarian and a student, or two students)

Talking informally (either to librarian or another student about school, life in general, hopes for the future, sports, hobbies, biographical information, etc.)

THESE ACTIVITIES ARE ONLY SUGGESTED REPRESENTATIVE TYPES OF ORAL MATERIAL. YOU ARE NOT LIMITED TO THESE, BUT ARE ENCOURAGED TO FORMULATE YOUR OWN LIBRARY VOICES!

SUGGESTED ACTIVITIES:

Librarians (any level):

and . . .

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Teachers:

Telling stories (with sound effects, music, etc. or voice only)

Reading stories (with sound effects, music, etc. or voice only)

Reading poetry (with sound effects, music, etc. or voice only)

Giving book talks: Leisure: (leisure reading selections, fiction, hobbies, travel, sports, etc.)

Giving book talks: Instructional: (types of dictionaries and what they do, encyclopedias and how to use their indexes, group of books on specific subject, etc.)

Library lessons: Instructional: (how to use the Reader's Guide, the card catalogue, specific machines or materials for audiovisual materials, how to take notes, etc.)

Library lessons: Recreational: (games to play while learning to use the library, treasure hunts for answers to reference questions, alphabeting games, numerical games with Dewey classification, etc.)

Informal chat, "Getting to know you": (biographical information, library experience, level of school, personal likes and dislikes, thoughts on working with school children, thoughts on what libraries can do for children's growth and learning, etc.)

Informal chat with student: (on topic or topics of mutual interest)

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